



Lewis & Clark Montessori Charter School

**American Rescue Plan Elementary and Secondary
School Emergency Relief Fund (ARP ESSER);
OAR 581-022-0106 (State Operational Plan)**

Safe Return to In-Person Instruction and Continuity of Services Plan

Charter School Information

Institution ID: _____ Institution Name: Lewis & Clark Montessori Charter School

Charter School Continuity of Services Plan/RSSL Contact Name and Title:

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Safe Return to In-Person Instruction and Continuity of Services Plan

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts and charter schools serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

- 1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06](#); and
- 2) Meets the requirements for:
 - a. An operational plan required under [OAR 581-022-0106\(4\)](#), while aligning the [CDC Guidance](#) on School Reopening with the [Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#) (RSSL Resiliency Framework);
 - b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and
 - c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

As districts and charter schools plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to [consider and balance](#) the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

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Planning Mental Health Supports

ARP ESSER & OAR 581-022-0106 Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
<p>Devote time for students and staff to connect and build relationships</p>	<p>Children and teens do better in school when student and school staff mental health and well-being needs are being met. A large part of student success comes from building great relationships with their teachers and administrators. Continuing the reconnecting with one another after a year of separation will establish quality learning experiences and deep interpersonal relationships among families, students, and staff.</p> <p>Staff planning and learning time during has been plentiful due to the availability of funds and a 4-day schedule. This allowed focus on the use of tools and activities to support the re-establishment of mutually supportive relationships. ODE's Care and Connection Guidance and Tool-Kit also support this work. Staff will engage in activities and work together to plan activities for students.</p> <p>Students and staff will also continue to focus on re-establishing safe learning communities, and structures, supports, and time will be provided through advisories, professional learning community, and the SEL curriculum guidance that is braided through our school improvement, student investment account, and school success.</p>	<p>The Director of Education is responsible for the assessment of the needs of the LCMCS Community by offering a variety of resources.</p> <p>LCMCS makes inclusiveness for all students a top priority and wants all students to be included in every possible educational and school opportunity (advanced courses, extra-curricular activities. Etc.) irrespective of race, ethnicity, national origin,</p> <p>The Board has adopted Policy All Students Belong, Bias Incident Complaint Procedure, Equal Educational Opportunity, and Policy Educational Equity to ground its commitment to access, opportunity, and equity throughout our school and programs. Staff use the ODE Equity lens to guide decision-making and program planning. Materials, programs, practices, and professional learning systems are chosen based on their ability to support school goals of equitable outcomes. Recognizing the disproportionate impact of COVID-19 on indigenous, language minority, and (BIPOC) communities; students experiencing disabilities; students living in rural communities; and students and families navigating poverty and houselessness LCMCS will apply an equity informed, lens to promote culturally sustaining and revitalizing educational systems that support every child.</p>

<p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p>	<p>Well-structured advisory programs and SEL curriculum within the Montessori curriculum to provide a framework and dedicate time and training to continue with activities designed to support ongoing care, connection, and social/emotional learning throughout the rest of the year. Staff are encouraged and supported in making this relationship building and check-in activities a large part of their planning and instruction.</p> <p>Students will learn to use the tools, scaffolds, and strategies to facilitate these opportunities to share, process, think, and explore. School staff will be encouraged and supported in leading empathy developing discussions and interviews with colleagues and students including developing routines that allow time for student voice and feedback. The School counselor has created opportunities for individuals and small groups to interact and share based on common goals, experiences, concerns, and/or questions.</p>	<ul style="list-style-type: none"> • Keep classroom schedules as consistent as possible. • Limit number of transitions during the day between environments on campus. • Parent support and networking with periodic meetings to build upon parent involvement already established in the class. • Continued, regular staff and Parent Check-Ins
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ARP ESSER & OAR 581-022-0106 Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p>LCMCS celebrates equity, diversity, and inclusiveness. We embrace these pillars of excellence as crucial to healthy people and healthy communities. We also have our first school counselor thanks to the funding.</p> <p>We have employed a parent-school liaison to support students and families with navigating through everything from systems of email, school website, FB pages, sending home food backpacks, even helping newly enrolled students and families adjust to the school and community.</p>	<p>Foster a culture of open-mindedness, compassion, and inclusiveness among students, families and groups.</p> <p>Actively building a community whose members have diverse cultures, backgrounds, and life experiences.</p> <p>Expand our DEI Committee to develop opportunities for greater engagement, education, and discourse related to issues of equity, diversity, and inclusion.</p> <p>LCMCS makes it a priority to ensure students, staff, and families have equal opportunity to all communication by providing information and engagement opportunities in Spanish and English with interpreters on staff to support daily requests as well as any school engagements, including enrollment and open house opportunities.</p>
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p>LCMCS celebrates equity, diversity, and inclusiveness. We embrace these pillars of excellence as crucial to healthy people and healthy communities.</p> <p>LCMCS Student Body continues to interact in various ways throughout the school year. Students hosts fundraisers, activities, and events that focus on student-to-student relationships and team building. Our Adolescent Program hosts events and activities that allow students to build relationships with one another and feel supported.</p>	<p>LCMCS makes inclusiveness for all students a top priority and wants all students to be included in every possible educational and school opportunity irrespective of race, ethnicity, national origin, immigration status, gender, socioeconomic status or other traditionally marginalized groups. We strive to foster a school atmosphere where every student feels welcome.</p> <p>Equity, inclusion, bullying prevention and social and emotional growth messaging is integrated throughout our planning and instruction.</p>

Communicable Disease Management Plan

Please provide a link to the charter school’s **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. ([OAR 581-022-2220](#)). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: [LCMCS Communicable Disease Mgmt Plan](#)

ARP ESSER Component	Extent to which charter school has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the charter school's policies, protocols, and procedures center on equity?
Coordination with local public health authority(ies) including Tribal health departments	<p>Constant mitigations in place to prevent the spread of the COVID-19 virus by utilizing safety measures outlined in the Communicable Disease Management Plan.</p> <p>LCMCS continues to partner with Clackamas County Health and the LPHA group. There are weekly meetings which inform all attendees of recent outbreaks or cases in our area. We also discuss and adopt mitigation strategies based on recommendations given by our LPHA. We will continue to collaborate until new directive state otherwise.</p>	<p>Communicable Disease Management Plan in effort to reduce risk of disease transmission. (see link above)</p> <p>Students, staff, and families have equal opportunity to all information that is relevant to our communities safety and well-being. Everyone in our communities shares in the responsibility to keep our communities safe and healthy and by doing our part we can help keep students learning in-person.</p>

Isolation Plan

Please provide a link to the charter school's plan to **maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured child. ([OAR 581-022-2220](#)). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework](#).

Link: _____

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Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#))

Please complete the table below to include the extent to which the charter school has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each health and safety strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p>COVID-19 vaccinations to educators, other staff, and students if eligible</p>	<p>LCMCS has created an outbreak response protocol. This protocol shall align with the communicable disease management plan.</p> <p>We have a dedicated COVID-19 database to keep a log of any known diagnosed COVID-19 cases and report to the LPHA. LCMCS will follow proper cleaning protocols as established in section 2j following any diagnosed case.</p> <p>LCMCS will establish a log of symptoms for any absences by staff and students related to illness. The COVID-19 staff member will report any cluster of illness. All all staff are vaccinated and boosted. Any visitors, volunteers, subs are required to show proof of vaccination before entering the building which has been completely closed for this until recently and we still have an extremely limited policy. Our staff and students elected to continue wearing masks through the end of the 2021-22 school year.</p>	<p>LCMCS will report any known diagnosed cases of COVID-19 to the CCLPHA. Consultation with the CCLPHA for possible exclusion or school closure. LCMCS may make the decision to close the school or classrooms without the recommendation of the CCLPHA but will maintain an absence log including the medical reason(s) as a way of checking in with all students and families on their well-being, associated with the absence to assist in the identification of any illness Clusters among staff or students. Our school classrooms are small and all staff are aware when there is an absence and checks in with families and students, including a cross-reference to our student-family-school liaison.</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p>Universal and correct wearing of face coverings</p>	<p>See OHA/ODE Requirements.</p> <p>All students and staff at LCMCS will be required to wear a face covering through the end of the 2021-22 school year. Signs will be posted on all entrance doors and through the campus explaining the masking requirement and how to effectively wear them.</p> <p>Disposable masks will be available at all entrances and in the office.</p> <p>LCMCS has continued to positively educate and enforce face covering requirements.</p>	<p>Students 2 years and up as well as all adults are required to wear a face covering while on inside school building. If a child removes their face covering, the staff will assist the child in maintaining social distancing, show the child how to effectively wear a face covering and guide the child to reengage wearing their face covering. A child will not be disciplined for not wearing their face covering but will be encouraged to wear their face covering so they may fully participate. A replacement mask will be given to any student who has soiled or gotten their face mask dirty.</p>
<p>Physical distancing and cohorting</p>	<p>Adequate space allotted for each student's safety.</p> <p>Continue to develop a workable and feasible plan to allow for 3 feet between students with ease.</p> <p>Maintain highly visible markings and spacing for children/staff to be able to maintain physical distancing.</p> <p>Maximum number of students on campus while maintaining the physical distancing requirements for safety and hygiene. Additional mitigation measures below:</p> <p>Students and staff will avoid sharing food, utensils, and other supplies. Shared items and high touch surfaces should be cleaned and disinfected between use.</p> <ul style="list-style-type: none"> ● Carpooling to school or work will be discouraged and masking will be recommended for those traveling with anyone outside your household. ● Classroom and/or grade level cohorts will be maintained 	<ol style="list-style-type: none"> 1. Remove extra furniture to make more room. 2. Rearrange rooms (seating and lesson stations). 3. Assign seating to maximize physical distancing and minimize physical interaction. 4. Utilize outdoor spaces for work completion, weather permitting <p>Implement procedures centered on equity in this area by creating visual written clues in all indoor and outdoor spaces so students can easily identify when they are maintaining social distance. with messages in English and Spanish (written language). In addition, students are not cohorted by demographic group. Staff that work with students who process information differently will use the appropriate indicator that is accessible to their student, Staff will complete training to ensure they understand and follow the protocols and be reminded of our community's risk factors.</p>

	<p>to the extent possible and feasible with regards to facility and scheduling considerations.</p> <ul style="list-style-type: none">● Classroom levels will establish a consistent grouping of students that stays together for a significant portion of the school day to the extent possible. Adolescent group will be challenged to establish stable cohorts due to scheduling restrictions and will focus on masking and distancing in mitigating spread.● In the event that we would need to elevate our cohorting strategies, students would not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.).● Activities and schedules will be developed that continue to use mitigation strategies, including the continued wearing of masks.	
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Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
Ventilation and air flow	<p>Increase outside air ventilation in buildings especially at occupied areas.</p> <p>Evaluate and address any areas for students with health challenges/needs.</p> <p>Evaluate and adjust air circulation/intake and filtration systems for Heating, Ventilation and Heat/Air Conditioning Equipment - increase ventilation and filtration.</p> <p>Evaluate HVAC systems to determine if settings can be adjusted to increase outside air ventilation. Change filters more frequently.</p>	<p>All students have access to filtered and fresh air in all classrooms and open spaces throughout the school. Exterior windows are opened any time possible. Outside activities are often and daily.</p>
Handwashing and respiratory etiquette	<p>Handwashing: Communicate the importance and proper procedure for handwashing for students and staff. Install equipment and supplies for handwashing/sanitizing.</p> <p>Regular handwashing is one of the best ways to remove germs and prevent diseases from being transferred from one individual to the next. Washing hands can keep you healthy and prevent the spread of COVID-19 and many other diseases. Students will be encouraged to wash hands by giving them several opportunities throughout the day to do so, especially before and after meals. There will also be multiple bottles of hand sanitizer in each classroom.</p>	<p>Provide all staff/students with face covering. All staff/students to wear a face covering when within 3 feet of other people indoors.</p> <p>Students 2 years and up as well as all adults are required to wear a face covering while on inside school building. If a child removes their face covering, the staff will assist the child in maintaining social distancing, show the child how to effectively wear a face covering and guide the child to reengage wearing their face covering. A child will not be disciplined for not wearing their face covering but will be</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
Free, on-site COVID-19 diagnostic testing	<p>Diagnostic Testing: LCMCS utilizes the BinaxNOW testing kits as provided by OHA.</p> <p>LCMCS has staff on campus that is trained to safely administer COVID-19 Binax test to symptomatic students. This service is free of charge and results are immediate.</p>	<p>All students have access if they desire to be tested if symptoms arise. Parent consent is necessary before testing.</p> <p>We make it a priority to ensure students, staff, and families have equal opportunity to all information that is relevant to our community's safety and well-being. Everyone in our communities shares in the responsibility to keep our communities safe and healthy and by doing our part we can help keep students learning in-person. We strive to foster a welcoming school atmosphere where every student feels secure.</p>
COVID-19 screening testing	<p>Staff are trained and educated in signs and symptoms of COVID-19. Staff can consult and send students to Front Office to isolate students as necessary.</p> <p>LCMCS does not conduct any COVID-19 general screening testing with any staff or students. We continue to use visual screening during arrivals and throughout the day.</p> <p>We are also participating in the Test-to-Stay program.</p>	<p>All student's that exhibit symptoms are screened through an equity lens to allow for proper diagnostic criteria to be obtained and next steps can be established.</p> <p>LCMCS makes it a priority to ensure students, staff, and families have equal opportunity to all information that is relevant to our community's safety and well-being. Everyone in our communities shares in the responsibility to keep our communities safe and healthy and by doing our part we can help keep students learning in-person. We strive to foster a welcoming school atmosphere where every student feels secure.</p>

Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p>Public health communication</p>	<p>Families and staff receive clear and timely communication regarding potential outbreaks and school management protocols.</p> <p>Maintain open communication as well as protecting staff/student/family confidentiality.</p> <p>All written documentation available in language necessary for family needs.</p> <p>In accordance with the CDC, OHA and LPHA we will provide updated information and communications to students, staff and community members using written, electronic and social media platforms. In response to COVID Outbreaks we will use communication tools provided in the Planning for COVID-19 Scenarios in Schools.</p> <p>When it is discovered that a person with COVID-19 has been present in our facilities, we will communicate with identified affected school families and/or staff as per OSHA guidelines. Continue to partner with local medical professionals and the local health authority to share information with families and staff regarding testing site locations. LCMCS will continue to partner with local medical professionals and the local health authority to share information with families and staff regarding on-site and off-site vaccination opportunities.</p>	<p>Contact tracing plan in place and families are informed as needed regarding specifics around isolating and risk mitigation.</p> <p>Assessment performed and documented in correct log. Student stays in isolated area with designated staff until school day is completed or parent comes to pick child up.</p> <p>Parents are communicated with via text, email, and personal phone calls.</p> <p>Communication with families/staff when we have a reported positive case or possible exposure. This includes communication in both English and Spanish.</p>

<p><u>Isolation:</u> Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.</p>	<p>Workable protocol in place to manage sick children/staff at school</p> <p>Communicate clearly with parent's school process for pick up in the case of illness at school</p> <p>Maintain focus group/task force for changing landscape of infectious disease</p> <p>Understand school's COVID-19 cases</p> <p>There is a designated isolation room for students or staff</p>	<p>? If temperature is above 100.4 F during the school day, the student will be sent home as soon as parent/caregiver can arrive to pick them up. In the meantime, student will be in an isolated room with school nurse or office staff available.</p> <p>? Students will be sent home if coughing or nasal drainage is persistent or worsening throughout the day.</p> <p>? Students are to stay at home if coughing or digestive upset (diarrhea, vomiting, and nausea) are present and return only when symptoms are improved for a consistent 24 hours, if not related to COVID-19 symptoms.</p> <p>? Students are to stay at home for 24 hours after fever (and remain fever free for that time without the use of</p>
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Health and Safety Strategy	Extent to which charter school has adopted policies, protocols, or procedures and description thereof	How do the charter school's policies, protocols, and procedures center on equity?
<p><u>Exclusion</u>: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)</p>	<p>Focused health history to document symptoms if child comes to sick room.</p> <p>Basic questionnaire to assess exposure and risk to be added if found necessary for catching any possible COVID-19 exposure.</p> <p>LCMCS will follow strict safety and isolation guidelines to mitigate spread of COVID-19 within the school and community.</p> <p>The guidelines remain fluid and LCMCS will closely follow these changes as they are updated.</p>	<p>While exercising caution to maintain and ensure safety as appropriate when working with children exhibiting symptoms, it is also critical that any staff involved maintain sufficient composure and disposition so as not to unduly worry a student or family. Clear guidelines and next step measures are necessary to ensure proper follow up by family.</p> <p>Staff will maintain student confidentiality as appropriate.</p>

Individualized COVID-19 Recovery Services

The [Individualized COVID Recovery Services](#) rule became permanent in December 2021. ESSER III requires at least 20% of funding to be spent on unfinished learning which can include recovery services to students experiencing disability (and prioritizes students in underserved or disproportionately impacted communities, including students who experience disability). Recovery services are special education services designed to meet the needs of eligible students in special education who were adversely impacted by the educational limitations caused by COVID 19. ODE has developed a guide for [Planning for Individualized COVID Recovery Services](#) to support school districts in understanding and developing a process to implement this rule.

OAR 581-015-2228 Requirement	For each of the below areas, describe the district's policies, protocols, or procedures that will be followed to ensure appropriate consideration of Individualized COVID-19 Recovery Services for each eligible student.	For each of the below areas, describe how the district's policies, protocols, and procedures center equity.
The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.	LCMCS considers the need for individualized COVID-19 Recovery Services at each initial IEP meeting and at each regularly scheduled annual review meeting.	The Student Support Team will make data-based decisions regarding individual student needs for recovery services. Comparison of progress report data came from January 2020 to the present. Some factors used for consideration include but are not limited to; a student's response to in-person instruction, a lack of expected progress toward the annual goals and in the general curriculum, and the results of any evaluation of a child with a disability. Recovery Services can look a variety of ways.
Each school district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.	LCMCS provides written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider individualized COVID 19 Recovery Services.	All efforts have been made to ensure this information is available to students, and families in a language and modality they can understand.
After each determination is made, the school district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services.	Once a determination has been made, LCMCS provides written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services.	All efforts will be made to ensure this information is available to students, and families in a language and modality they can understand.

Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review, and as appropriate, revise its Safe Return to In-Person Instruction and Continuity of Services Plan.

Date Last Updated: 03/15/2022

